




**Grade K Math: Weeks 7-12 October 1-November 9  
2012-2013**

Standards	*	Lessons	Teacher Notes																					
Learning Targets for each Key Standard reflect the benchmark that students must learn during that grading period.																								
<b>K.CC.1 Count to 100 by ones and by tens.</b> <b>Learning Target:</b> I can count to 50 by ones and by tens.	🌀	<b>To address KCAS, the following should be included in instruction:</b>  <b>Math Investigations</b> <b>Unit 2 Sessions:</b> <ul style="list-style-type: none"><li>1.1– 1.10</li><li>2.1 – 2.14</li></ul> <b>Unit 3 Sessions:</b> <ul style="list-style-type: none"><li>1.1-1.3</li></ul> <b>GAP LESSONS</b>  K.CC.3 <u><a href="#">Race to Trace 11-22</a></u>  K.CC.4a <u><a href="#">Fill the Frames 1-20</a></u>	<b>KCAS Note: K.CC.1</b> - Students need to be given opportunities to count larger numbers, e.g. number of days in school, inventories, and calendar.																					
<b>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</b> <b>Learning Target:</b> I can begin at any number and count to 50.	🌀		<b>KCAS Note: K.CC.2</b> - This standard is addressed in Classroom Routines.																					
<b>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</b> <b>Learning Targets:</b> I can write the numbers from 0-20. I can write a number from 0-20 to show the number of objects.	▶		<b>KCAS Note: K.CC.3, K.CC.5</b> - Counting Jar numbers can be increased to 20 to develop higher number skills.	<b>KCAS Note: K.CC.3</b> - During Inventory Bag, have students represent the number of objects in the bag in two ways including a written numeral. Increase objects in the counting bag to at least 20.																				
<b>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</b> <b>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</b> <b>Learning Target:</b> I can count and keep track of objects up to 20.  <b>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</b> <b>Learning Targets:</b> I understand the last number I say is the number of objects I counted. I understand the number of objects is the same even if I count them in a different arrangement or order.  <b>c. Understand that each successive number name refers to a quantity that is one larger.</b> <b>Learning Targets:</b> I can identify which number is one more than a given number.	🌀	<table border="1"><thead><tr><th colspan="2">Formative Assessment Opportunities</th></tr></thead><tbody><tr><td>K.CC.1</td><td></td></tr><tr><td>K.CC.2</td><td></td></tr><tr><td>K.CC.3</td><td></td></tr><tr><td>K.CC.4a</td><td></td></tr><tr><td>K.CC.4b</td><td></td></tr><tr><td>K.CC.4c</td><td></td></tr><tr><td>K.CC.5</td><td></td></tr><tr><td>K.CC.6</td><td></td></tr><tr><td>K.CC.7</td><td></td></tr></tbody></table> <b>Vocabulary</b> number, how many, greater than, more, less than, equal to, compare <a href="http://www.amathsdictionaryforkids.com/">http://www.amathsdictionaryforkids.com/</a>	Formative Assessment Opportunities		K.CC.1		K.CC.2		K.CC.3		K.CC.4a		K.CC.4b		K.CC.4c		K.CC.5		K.CC.6		K.CC.7		<b>KCAS Note: K.MD.1, K.MD.2</b> - These standards are addressed in Unit 2 but more intentional instruction will be necessary in Weeks 19-24.	
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<b>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</b> <b>Learning Targets:</b> I can answer "How Many?" questions by counting up to 15 objects in a line, array, or circle. I can answer "How Many?" questions by counting a number of scattered objects to 10.			
<b>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</b> <b>Learning Target:</b> I can tell which group of objects is greater than, less than, or equal to another group of objects using my strategies. (Strategies: matching and counting)			
<b>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</b> <b>Learning Target:</b> I can compare two written numbers between 1 and 10.			

\*Standard Progression